

<p>Current Learning Level:</p> <p>Students will have some understanding of what employers are looking for and may have opinions on the type of skills they have and the type of job they want.</p>	<p>Lesson 1: SKILLS and Introduction</p> <p>Success criteria</p> <ul style="list-style-type: none"> Students can explain that employers are often looking for particular skills and personal qualities in their employees Students will have reflected on the differences between skills, transferable skills and personal qualities. Students will have identified some of their current skills. Students can explain that future job markets will be very fluid and that they may have many jobs and are likely to have to learn and acquire new skills as they move into new jobs. 	<p>Lesson 2 Key skills and Personal qualities.</p> <p>Success criteria</p> <ul style="list-style-type: none"> Students will recognize that they already have many skills and personal qualities which would be valued by employers. Students will understand that some skills are regarded as transferable as they can be applied in a very wide range of jobs e.g. numeracy, literacy, communication, team -working, initiative. They will understand that further skills can be acquired in school and that extracurricular activities can provide evidence of personal qualities such as reliability , honesty, empathy. They will be able to identify the skills and personal qualities linked to different careers and may be able to describe how they would demonstrate their own suitability for one of the posts. 	<p>Lesson 3 Basic Employability</p> <p>Success criteria</p> <ul style="list-style-type: none"> Students will understand that all employers value two personal qualities above all else. <ul style="list-style-type: none"> Reliability –which is a personal quality but also requires the key skill of punctuality. Attitude- employers want enthusiasm and positivity. Students will understand that employers do look at school attendance as a measure of reliability and that references always ask for information on punctuality. Students will understand the importance of appearing enthusiastic in job applications and in the workplace. 	<p>Lesson 4 Rules at work.</p> <p>Success criteria</p> <p>Students will understand that the world of work has rules similar to school and that continued employment requires that those rules are followed.</p> <p>Students can explain why many Jobs require uniforms or dress codes,</p> <p>Students can explain the importance of health and safety in the workplace and the importance of protective clothing and equipment.</p> <p>Students can describe regulations used in commercial food preparation</p>	<p>Learning Outcome requirements</p> <p>At the end of these lessons students have reflected on their own skills, personal qualities and ambitions.</p> <p>They are aware of the differences between personal qualities and skills and the importance of both to potential future employers.</p> <p>They can explain the term transferable skills and describe some examples.</p> <p>They can discuss how to acquire skills/demonstrate personal qualities</p> <p>They can evaluate their own skill base and identify skills they may need to practice/develop/acquire in order to pursue their career ambitions.</p>
	<p>Reflection: Imagine someone was working for you and describe what you would want an employee to be like.</p> <p>Present : (see slide show) Overview of the careers event, where and when events will take place on 07/02/18. Introduce the meaning of the terms personal qualities and give examples Use slide show to lead student discussion of skills examples of job-related skills and why knowing your own skills is important. How do people acquire skills?</p>	<p>Reflection: Describe 2 things you have learned so far</p> <p>Starter: Why does employability matter? What are KEY SKILLS</p> <p>Present : Remind students of the different workshops available in the careers event, on 07/02/18. All students complete form to choose 5 workshops.</p> <p>Practice Provide students with key skills worksheet students should complete the work sheet to link</p>	<p>Reflection: How do people use math skills (numeracy) in jobs?</p> <p>Starter: <i>You have a water leak in your house. You call a plumber at 7.00 but they don't arrive until 4.30. Would you use the same company again?</i></p> <p>Present: Ask students to suggest the single two most important qualities all employers want in their employees. Introduce core idea that the two</p>	<p>Reflection: List some of the rules that students must follow in school.</p> <p>Starter: Which jobs require uniforms. Are the reasons for wearing uniforms different in different jobs?</p> <p>Present: Discuss the Health and Safety at work act and the health problems caused by work before laws were introduced – including miners</p>	

<p>Practice.. Use sheet provided to audit current skills.</p> <p>Production. Consider every day activity of buying trainers and identify which skills from the sheet provided might be used.</p> <p>Plenary introduce idea of Key skills as skills that are needed in nay job and can be transferred from one job to another. Ask students to identify those skills. Review</p>	<p>them to particular jobs and</p> <p>Practice 2... Self-evaluate personal qualities using work sheets provided.</p> <p>Production. Students write a brief summary of the skills and qualities required for i) a nurse, ii) a firefighter ,iii) a bank clerk.</p> <p>List reasons why someone would employ me and reasons they might not employ me.</p> <p>:</p>	<p>most important qualities are reliability (which includes attendance and punctuality) and attitude in terms of enthusiasm and positivity.</p> <p>Practice: Students should consider the two scenarios <i>Gemma versus Rebecca</i> and <i>Sam's job application</i>. and discuss their opinions.</p> <p>Present2: Explain to students that SIMS records their attendance every year and their number of late arrivals and that employers often ask schools for references that include this information. Employers would consider 90% attendance or less as poor unless there was a good medical reason. 100% is excellent, 96-99 is good and 91-95 is OK</p> <p>Produce. A paragraph describing honestly their own attendance and punctuality and reflecting on how this might impact on their chances of employment.</p> <p>Plenary: What would you say ina job application to show you have a good attitude?</p>	<p>lung, hearing loss and asbestosis.</p> <p>Practice: Students work in groups to study regulations from a range of different jobs – see rules case studies.doc and identify how these rules protect workers, colleagues and customers.</p> <p>Production. Students work in groups to suggest suitable regulations for working backstage at a Theatre and working in a care-home.</p>	
<p>Literacy: Extended writing tasks</p>	<p>Literacy: Extended Writing</p>	<p>Literacy: Extended writing</p>	<p>Literacy: Extended writing</p>	
<p>Differentiation: Could provide lists of qualities and skills for less able.</p>	<p>Differentiation: A more scaffolded MCQ-style self-audit is available for students who have fewer literacy skills</p>	<p>Differentiation: assess production task</p>	<p>Differentiation: Framework for less able studnts.</p>	
<p>Proving Progression: Job description tasks</p>	<p>Proving Progression assess production task</p>	<p>Proving Progression:</p>	<p>Proving progression: Completed</p>	

Year 9

Term 2a

All Bands: Life Lessons: Employability Skills and qualities (part 1 – see also part 2 lessons 5 & 6)

	Homework:	Homework:	Homework:	Homework:	
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